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ABSTRACT

This collection of papers suggests that the laissez-faire policies of charter school reform often exacerbate existing inequalities in U.S. schools. It is based on a study of 10 urban, suburban, and rural school districts and 17 diverse charter schools in California, focusing on accountability and equity to explore how charter school policies affect the lives of children, educators, and parents in diverse social, economic, and political contexts. Seven papers discuss: (1) "Why Public Policy Fails to Live Up to the Potential of Charter School Reform: An Introduction" (Amy Stuart Wells); (2) "The Politics of Accountability: California School Districts and Charter School Reform" (Amy Stuart Wells, Ash Vasudeva, Jennifer Jellison Holme, and Camille Wilson Cooper); (3) "Reinventing Government: What Urban School Districts Can Learn from Charter Schools" (Sibyll Carnochan); (4) "Public Funds for California Charter Schools: Where Local Context and Savvy Meet Formula" (Julie Slayton); (5) "Public Schools, Private Resources: The Role of Social Networks in California Charter School Reform" (Janelle Scott and Jennifer Jellison Holme); (6) "Creating Charter School Communities: Identity Building, Diversity, and Selectivity" (Alejandra Lopez, Amy Stuart Wells, and Jennifer Jellison Holme); and (7) "California's Charter School Teachers: The Embedded Context of Professionalism" (Ash Vasudeva and Cynthia Grutzik). The book ends with "Conclusion: Envisioning a More Progressive Agenda" (Amy Stuart Wells). (Papers contain references; book contains an index.) (SM)

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